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ABSTRACT

Brief descriptions are provided of the programs and activities conducted at Santa Barbara City College (SBCC) to promote instructional improvement, and of the achievements of program participants. After an introduction to the college's commitment to instructional excellence, the following programs are described: (1) the Annual Faculty Lecturer Award for outstanding teaching and exceptional service to the institution; (2) the Great Teachers Seminar; (3) the Fulbright Program; (4) international programs at SBCC: the Semester Abroad Program in Cambridge, England; Campus Abroad program in the People's Republic of China; and Semester Abroad program focusing on Centers of European Art; (5) the Faculty Enrichment Program, which resulted in the development of a new course, "Living in the Information Society," an anthropology culture module on Tibet, a curriculum and methodology guide for English-as-a-Second Language, a new faculty newsletter, a new fitness testing and appraisal laboratory, and computer simulations in archeology; (6) sabbatical leaves; (7) professional growth activities, such as the first annual Leadership Skills Seminar for Women; (8) the California Community College Fund for Instructional Improvement; (9) National Endowment for the Humanities Grants; and (10) two new departmental programs--the Mass Communications and Information Studies major and the Computer-Assisted Drafting and Design program. Each program description is followed by a brief description of the participants and their achievements. (AYC)

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Instructional Improvement at Santa Barbara City College

Fourth Annual Report: Innovative Teaching Methodology and Research Activities By the Institution's Distinguished Faculty

The Office of Instruction
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-9990 □ (805) 965-0581

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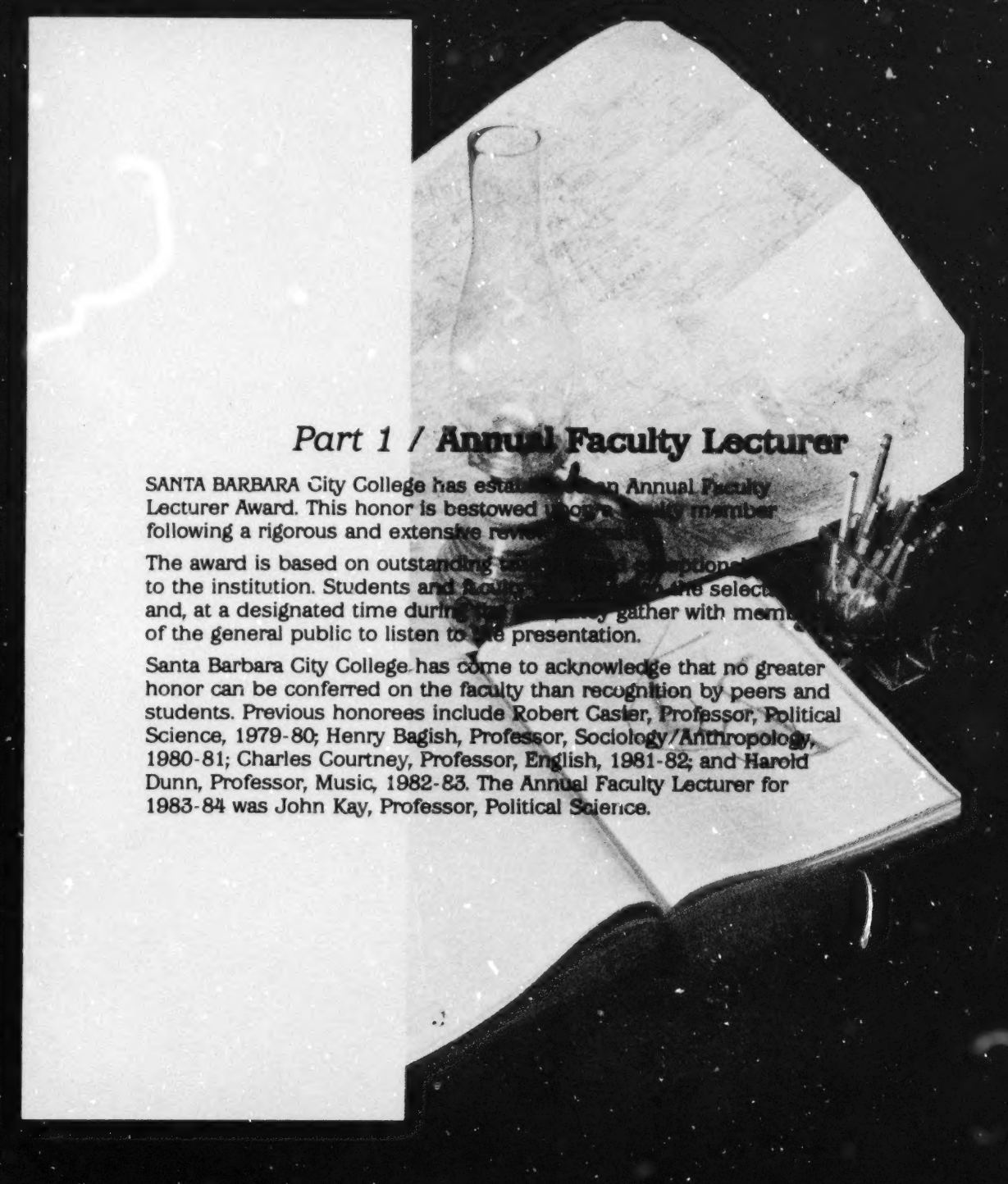
Introduction

THE FACULTY AT Santa Barbara City College has long been recognized for its excellence. Excellence, however, is not a condition that persists without attention, effort and consistent revitalization. Santa Barbara City College is an institution committed to teaching excellence and assuring that the teaching/learning process is as effective as we can make it.

The College provides support in a number of areas to assure that faculty dispositions toward quality teaching are reinforced. The sabbatical leave program, instructional improvement grants and the activities of the Faculty Enrichment Committee all support efforts in this regard.

With great pride, the College acknowledges, through this publication, individual faculty member efforts of the past year to improve the teaching/learning process at the College. The individuals you will read about in this publication are outstanding examples of the overall commitment exemplified by the Santa Barbara City College faculty and Board of Trustees.

Peter R. MacDougall
Superintendent/President



Part 1 / **Annual Faculty Lecturer**

SANTA BARBARA City College has estab[illegible]n Annual Faculty Lecturer Award. This honor is bestowed [illegible] member following a rigorous and extensive revie[illegible]

The award is based on outstanding [illegible]ption[illegible] to the institution. Students and f[illegible]e select[illegible] and, at a designated time during [illegible] gather with mem[illegible] of the general public to listen to [illegible] presentation.

Santa Barbara City College has come to acknowledge that no greater honor can be conferred on the faculty than recognition by peers and students. Previous honorees include Robert Caster, Professor, Political Science, 1979-80; Henry Bagish, Professor, Sociology/Anthropology, 1980-81; Charles Courtney, Professor, English, 1981-82; and Harold Dunn, Professor, Music, 1982-83. The Annual Faculty Lecturer for 1983-84 was John Kay, Professor, Political Science.

John Kay / *1983-84 Faculty Lecturer*

Positive Liberty and Civic Learning

THE KNOWLEDGE most worth having is not just a satchel full of facts and figures or statistics... The knowledge most worth having deals with things like the ability to discriminate critically, to interpret objectively and to understand fully the importance of diversity.

... Awareness and an understanding of differences promotes tolerance—and tolerance itself is, I believe, *one* of the preconditions of ordered liberty.

... The love of liberty, then, must involve the love of others. The individual who understands positive liberty doesn't develop in isolation. He/she emerges in community. But, within the context of looking at the tensions between the individual and the state, don't get confused; don't confuse commitment to community with commitment to the state. There is a vast difference between community and government.

... Communities arise when there exists a personal sense of responsibility for others, where positive liberty is being practiced. The collective and coercive power of the state simply brings people together. In a community, individuals willingly draw toward each other, preserving each other's uniqueness. It is the notion of community derived through a commitment to positive liberty which needs nourishment, not a commitment to state power.

—*Excerpts from Address*
December 7, 1983

Part 2 /

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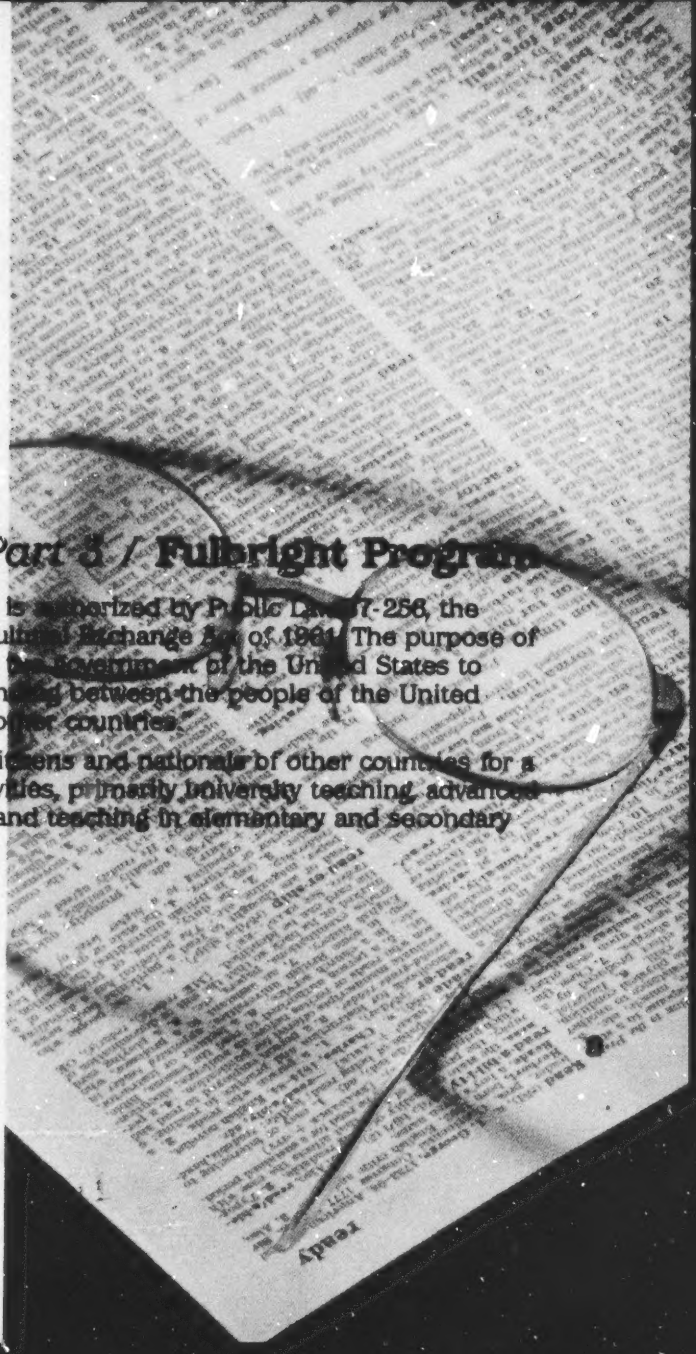
Larry Jon Friesen / *Biological Sciences*

Participating in the Great Teachers Seminar

LARRY FRIESEN was selected by the Santa Barbara City College Academic Senate Representative Council to attend the California Great Teachers Seminar in August 1984. He participated with 57 other faculty members selected from 36 California community colleges in the six-day seminar held in Montecito. The California Association of Community Colleges and the Academic Senate for California Community Colleges sponsor this annual seminar "to celebrate good teaching."

During the seminar, participants present successes and problems encountered during their teaching. Friesen presented the successful, non-traditional approach the Biological Sciences Department has adopted to prepare their majors for transfer to four-year colleges and universities. He led a group discussing ways to circumvent the problems encountered in developing honors programs.

Evenings were devoted to 10-minute presentations of innovative and effective teaching techniques and one-minute demonstrations of "non-astounding teaching devices." Friesen was excited about the seminar and encourages SBCC's continued participation because "you get such a variety of input and you meet so many people excited about teaching."



Part 3 / Fulbright Program

THE FULBRIGHT PROGRAM is authorized by Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961. The purpose of the program is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries."

Grants are made to U.S. citizens and nationals of other countries for a variety of educational activities, primarily university teaching, advanced research, graduate study, and teaching in elementary and secondary schools.

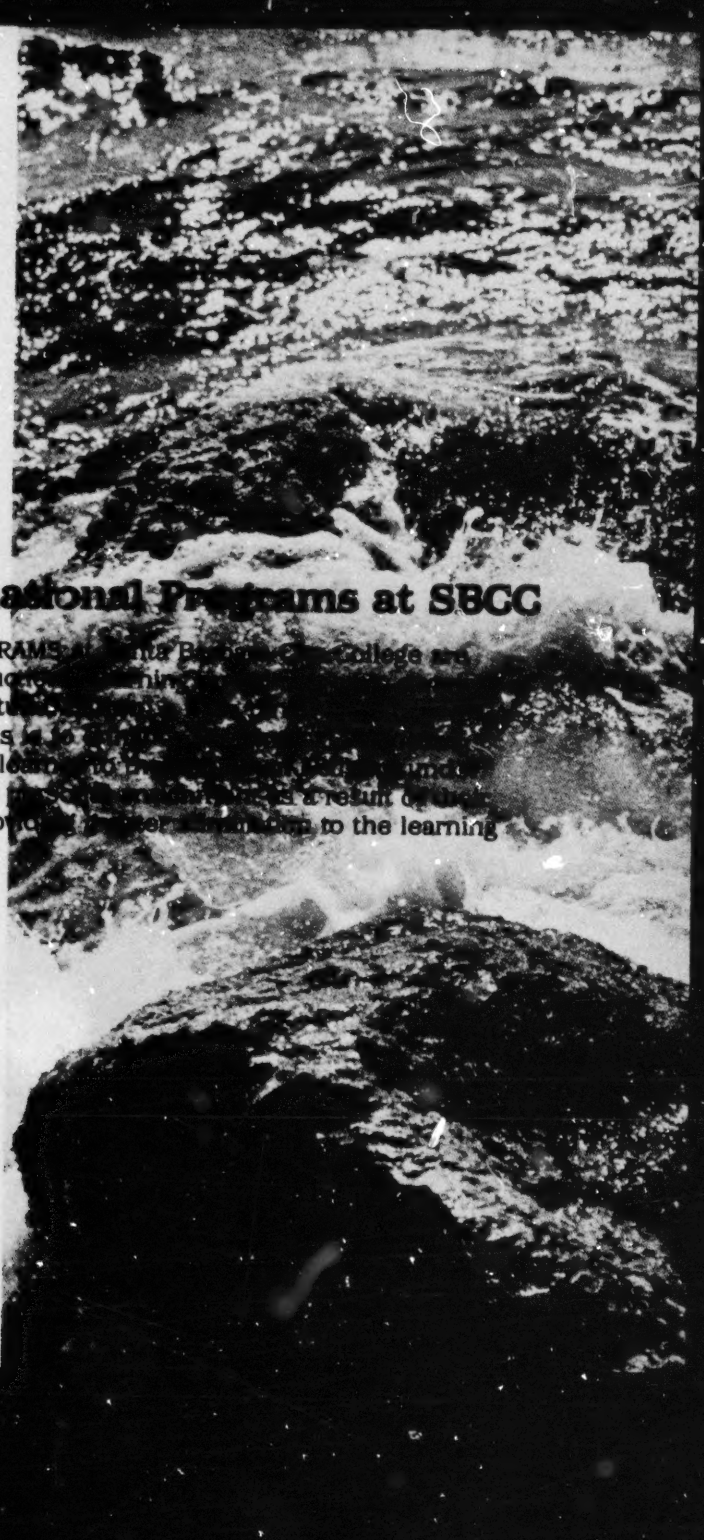
Paul McClung / *History*

A Fulbright Exchange Professor in England

THE GREATER PART of Paul McClung's teaching in England was spent in tutorials which concentrated on politics and society in 19th century industrial Britain. This teaching was part of an honors degree program in Modern History in which 16 other historians were also engaged in their own fields of teaching and research.

The tutorials included from one to four students, and each session was a discussion which focused on a selected topic and such questions as "How do you explain the contradictory attitudes of the early Victorians towards urban growth?" or "How did Gladstonian Liberalism and Disraelian Conservatism adapt to the circumstances created by the transition to urban democracy?" or "Explore the nature of power and deference in the Victorian countryside."

It was in these tutorials that students were expected to come to know not only the subject—its scope, problems and current state, but also to learn the skills of rigorous analysis, logical thought and cogent exposition. This is a system which, by American standards, is extravagant in the amount of time and attention it gives to each student—and extraordinary in the degree of specialization it demands.



Part 4 / International Programs at SBCC

THE INTERNATIONAL PROGRAMS at Santa Barbara City College are designed to provide instruc[illegible] locations for faculty and st[illegible] The aim of these programs [illegible] students by exposing the le[illegible] study. Faculty also receive [illegible] participation—thereby pro[illegible] to the learning process.

Joan Grumman, Jeannette Webber / *English*

Semester Abroad Program in Cambridge, England

THE FIRST YEAR of the Cambridge program provided an exceptional experience for students and instructors alike. Together they explored the culture and life in England within the framework of a demanding academic schedule. It was exciting to see how students connected their classroom experiences to the world around them in Cambridge and London and on field trips to places like Stratford, Stonehenge and Edinburgh.

The instructors appreciated their knowledgeable response to events such as the Pre-Raphaelite exhibit at the Tate Gallery in London after classroom preparation; their careful exploration of the museum and the house at Haworth after studying *Wuthering Heights*; their delight in a performance of *Henry V* at Stratford after working with the play in class; their pride at recognition of the English kings as they worked their way through the National Portrait Gallery where history came alive for them; their serious consideration of the issues raised by English speakers (such as nuclear disarmament and the Irish question); and their perceptive comments about films like *If* and *Fanny and Alexander*.

Essentially, the Cambridge program established a community sense within the Santa Barbara City College group so that it resembled the original university with daily intellectual and personal contact. The students lived with families which gave them direct insights into British life. This living experience offered challenges and established new bonds, as well as raising questions about American lifestyles and values with a lasting, broadening effect on the students' view of themselves and the world.

Peter Haslund / *Political Science*

Campus Abroad: The People's Republic of China

PETER HASLUND, professor of political science, spent six weeks in the People's Republic of China during the summer of 1984. The trip was intended to help 16 California educators understand more about contemporary China, especially the process of modernization which is currently taking place in that country of one billion inhabitants.

Haslund's specific focus was on the uses of mass communications systems in China as a component of the modernization process. A series of lesson plans will be developed for submission to the U.S. Department of Education which, along with the University of Southern California, funded the project.

While in China, Professor Haslund began negotiations about the development of a "campus abroad" program which would allow 40 or more students from Santa Barbara City College to study at Shandong University. It is anticipated that such a program will be available to students as early as fall 1985.

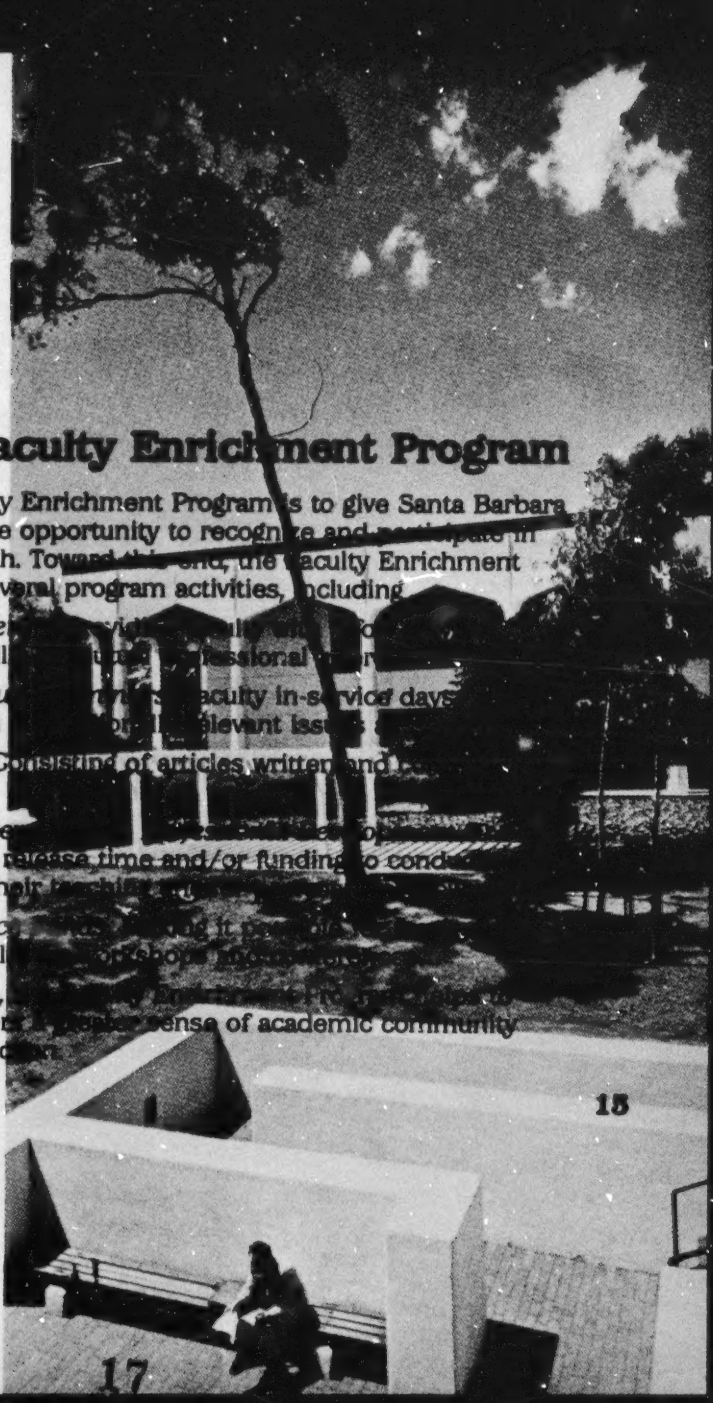
Kenneth Nack, Charles Courtney / *Art & English*

Semester Abroad: Centers of European Art

THIS FALL, FORTY students are studying art, literature and French under Santa Barbara City College's first "Centers of European Art" semester abroad program. It is a 15-week program that integrates 16 units of transferable credit with the excitement and cultural enrichment of studying in London, Paris, Florence and Athens.

Students attend six classes that include "Understanding Art," "Figure Drawing and Painting," "Topics in Literature" (featuring poets of 19th century England) and "Beginning/Elementary French." In addition to classroom study, students explore the major museums of these great cities, attend theatre events, and participate in field study trips in each city they are visiting.

The art courses are taught by Professor Kenneth Nack, and Dr. Charles Courtney is teaching English and French. These instructors and their students, alike, are participating in a unique learning experience that combines the excitement of travel with a commitment to intensive study. This program is offered each fall semester.



Part 5 / **Faculty Enrichment Program**

THE GOAL OF the Faculty Enrichment Program is to give Santa Barbara City College's faculty the opportunity to recognize and participate in their professional growth. Toward this end, the Faculty Enrichment Committee oversees several program activities, including

... *Faculty Workshop Se* provid[e] [fa]culty [to] can share ideas and skil[ls] [in] professional [gr]

... *Fall and Spring Facu* [fa]culty in-service days programs that deal with [re]levant issu[es]

... *Faculty Newsletter.* Consisting of articles written and [e]d by interested faculty.

... *Instructional Improve* [pro]p Allowing faculty to have release time and/or funding to cond[uct] projects that enhance their [te]ach[ing]

... *Travel and Conferenc* [fun]ding [for] attend professionally rel[ated] [wor]kshops [and]

Through these activities, [the] Program helps to instill in faculty member[s a] greater sense of academic community and professional satisfac[tion].

Ronald Adler, Guy Smith / *Speech & English*

Teaching Approaches to 'Living in the Information Society'

THE MUCH DISCUSSED "information explosion" is no exaggeration. Between 6,000 and 7,000 scientific articles are written *each day*. Teleconferencing, electronic databases, cable and interactive broadcasting and other technological breakthroughs are changing the way we work and learn.

The new course, "Living in the Information Society," provided the community with an introduction to the new age of information. Santa Barbara City College faculty from media studies, speech communication, computer science, political science and the library have all contributed their perspectives to this truly interdisciplinary subject. Support from the Faculty Enrichment Committee has enabled the faculty to survey colleges and universities from coast to coast for suggestions on how best to teach the course. This support has also allowed them to bring to the class a variety of speakers from business, government, the media and education who describe how new technologies affect the way we live our lives.

Changing technologies require faculty and students to learn a new body of information. The Faculty Enrichment grant has made this sort of learning possible.

Henry Bagish / Anthropology & Sociology

Producing an Anthropology Culture Module on Tibet

THE FACULTY ENRICHMENT grant was used by Henry Bagish to complete an in-progress project: the creation of a three-tray slide program on Tibet, with tape-synched narration and music. (The slides had been taken during a visit to Tibet the previous summer when Tibetan music and lamas' chanting had been taped as well.) A study guide and two auxiliary tapes of Tibetan music and chanting have also been produced. This culture module has been added to the 27 other modules already offered in Anthropology 21-26, Cultures Around the World, a Learning Assistance Center-based independent study course.

This module introduces students to an ancient, deeply religious culture that has been undergoing drastic changes as the result of the Chinese occupation of Tibet. The program reviews Tibetan history, shows Tibetan life today, and reviews the pros and cons of the Chinese occupation. Students are asked, in the essay questions which form the interaction portion of the study guide, to evaluate that occupation themselves.

The project has expanded the scope of the course to include one of the most remote cultures in the world, yet one that holds a great deal of fascination for many students. The instructor fulfilled a life-long ambition in being able to share those experiences with his students through this culture module.

Pablo Buckelew, Patricia Chavez Nunez,
Roberto Robledo / English & Essential Skills

Developing a Curriculum and Methodology Guide for English-as-a-Second Language

THE THREE FACULTY members developed an 80-page curriculum and methodology guide for the English-as-a-Second Language program. The guide includes hundreds of specific performance objectives for each of five levels of courses in the three curriculum areas of grammar/pronunciation, reading and writing. In total, objectives were written for 15 different courses. These objectives now provide for clear articulation from one level to another and from ESL to college-level English offerings. Coordination is also greatly improved among the curriculum areas of grammar/pronunciation, reading and writing for specific levels.

In addition, the authors describe suggested teaching methodologies for the three content areas in the program.

The curriculum guide will form the basis of in-service for new staff.

Barbara Lindemann / *History*

Faculty Workshop and Newsletter Development

IN SPRING SEMESTER 1984, Dr. Lindemann was given three TLUs of reassigned time to work on a faculty development program in cooperation with the Faculty Enrichment Committee. She used that time to set up and advertise 14 workshops and to edit *The Faculty Voice,* a new faculty newsletter.

Workshops. Several workshops dealt with timely topics: a History Department-sponsored discussion of a television series on George Washington, a lecture on the Irish situation, and a panel discussion about travel in China today. Most of the workshops were about teaching: two on mastery learning methods, two on using computers in instruction, several on teaching writing in disciplines other than English, one on effective discussion techniques and one on effective lecturing techniques.

The most ambitious effort was a series of five two-hour workshops which brought together 175 faculty members, support-staff personnel, administrators and representatives from community groups to learn about the Edward de Bono method of teaching thinking skills.

The Faculty Voice. The four issues of this new faculty newsletter that were published between January and June proved to be a popular addition to campus life. The issues contained about 20 pages each and featured, among other items, human interest profiles of effective teachers at SBCC, book reviews, reports on the activities of the Representative Council of the Academic Senate, proposals for a modular calendar and information about current uses of computers on campus. Several faculty members wrote regularly for the newsletter, and 25-30 others contributed material. The Academic Senate and the Office of Instruction shared the costs of duplicating and typing.

Walter Rehm, Harold Fairly / *Physical Education*

New Fitness Testing and Appraisal Laboratory

AN INSTRUCTIONAL IMPROVEMENT grant was awarded for the purposes of investigating the variables involved in establishing a fitness testing and appraisal laboratory at Santa Barbara City College and beginning the initial working phases of that facility. The project goals were to (1) determine the ultimate scope of the lab; (2) evaluate existing labs at selected community college campuses; (3) identify funding sources; (4) determine the effects on Physical Education Department curriculum, as well as other disciplines on campus; (5) establish the location of the lab and facility changes needed; and (6) have the initial phase of the lab open for the Spring 1985 semester.

A fitness lab would enhance instruction in many ways, including improved assessment of student health and fitness, expanded course offerings in physical education, increased involvement of the community in SBCC programs and potential use by other disciplines on campus.

Perhaps the greatest value of the completion of this project is that it would represent a positive commitment to health and physical education at SBCC. By incorporating state-of-the-art equipment and appraisal techniques and making them available to students and faculty, the Physical Education Department will be better able to serve those enrolled in its many programs.

Dennis Ringer / *Archaeology & Anthropology*

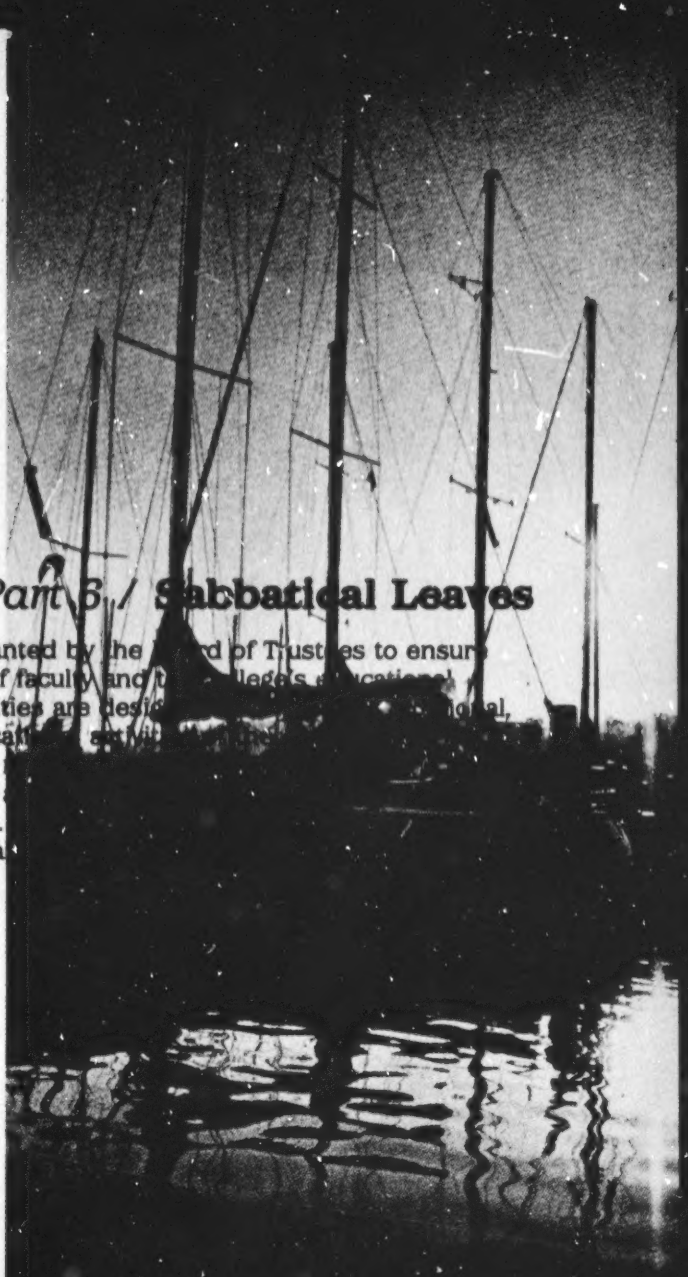
Computer Simulations in Archaeology

DENNIS RINGER'S PROPOSAL was to purchase two computer simulations which will be useful in the archaeology and anthropology programs. The two simulations are entitled *Archaeology Search* and *Community Search*. Simulations allow students to be put into situations which could not otherwise be duplicated in the classroom. It is hoped that these simulations will promote critical thinking and communication skills while teaching specific skills in the subject area.

Each of the simulations is designed to be used simultaneously by groups of students, or by an entire class. Each student is responsible for recording information on a specific resource or function during the group's search.

Part of the benefit to the students will be their deep involvement in the subject. The classes will be divided into several teams. Students will have to develop an understanding of the topic in order to share that information with other members of their teams.

Furthermore, it is hoped that these simulations will demonstrate to other faculty how computer simulations can be used as an aid in a particular class.



Part 3 / Sabbatical Leaves

SABBATICAL LEAVES are granted by the Board of Trustees to ensure and maintain the quality of faculty and the college's educational programs. Sabbatical activities are designed [illegible] counseling and other educational activities. A sabbatical is an important [illegible] their knowledge and keep [illegible] sional fields or disciplines. [illegible] enhance instructional capa[illegible]

Royce Adams / *English*

Achieving Word Processing Competency for Teaching

PRIOR TO HIS one-semester sabbatical in the fall of 1983, Royce Adams felt that he was completely computer illiterate. While he did not become a computer expert during that period, he did take a course in BASIC programming at UCSB and a course in word processing with WordStar at Computime, both of which gave him hands-on experience with microcomputers. It did not take long to realize the complexity and time involved in writing computer programs. But it also became clear that word processing can be a valuable tool and aid in writing. Stepping into the computer age, he bought his own Apple IIe system.

Adams began reading everything he could about word processing, particularly as used in college writing programs. He also visited colleges where English departments had established computer-assisted instruction in composition. It became obvious that there were many advantages for students who had access to such programs. Consequently, he requested and received permission to teach a pilot program using word processing in one section of English 1.

The English Department and the administration have been very supportive of the department's plans to incorporate word processing as a part of the Writing Lab. In spring 1985, the department will offer six to eight English 1 classes, with ongoing evaluation of computer-assisted instruction in composition. By fall 1985, all English 1 students will be required to take a one-unit modular course involving exposure and training in word processing and selected CAI materials.

Richard Armstrong / *Biological Sciences*

Techniques for Using Microcomputers in Science Laboratories

RICHARD ARMSTRONG STUDIED computing for the purpose of developing methods and materials for teaching laboratory science with microcomputers. He spent part of the year as a visiting professor in the Biochemistry Department at Brigham Young University. There he learned the computer language known as Pascal and studied graphics techniques. At the University of California, Santa Barbara, he later took courses leading toward a Certificate in Bioengineering and worked closely with the Interactive Educational Technology group in the Graduate School of Education.

New laboratory exercises created by the project are enhancing instruction by creating a more dynamic learning environment in the classroom. Principles are illustrated in advance of the laboratory experiment. The students receive immediate feedback on their efforts—and lively discussion ensues. The materials and methods of this project are specific to anatomy and physiology, but there are broad implications for any laboratory science teaching situation.

The instructor developed significant new skills in computing. He created and adapted specific materials for use in his courses. Professional growth was further enhanced through contact with others who are working toward the integration of computing into science teaching.

Carmen DiPoalo / *Physical Education & Athletics*

Three Fitness, Health Education and Coaching Development Projects

THIS SABBATICAL LEAVE project consisted of three goals: (1) to develop a course of study for a class called "Individualized Fitness;" (2) to develop a series of mini-courses to be offered in Health Education; and (3) to research and write a manual on coaching defensive football. Carmen DiPoalo accomplished his goals by reviewing the latest literature on fitness, exercise, health education and football. He attended several lectures related to current health problems. These lectures, along with visitations to other campuses, enabled him to compile adequate information to develop a series of eight mini-courses directed toward the most prevalent health problems in Santa Barbara.

The Individualized Fitness class will be offered in spring of 1985. It will meet the needs of the various levels of physical fitness of community college students and will be a positive addition to the Physical Education curriculum. The series of eight mini-courses will augment the limited Health Education program offered to Santa Barbara City College students.

He also visited several football programs and was able to observe the philosophies and organizational methods of other coaches. The observation, as well as discussions with other coaches, aided in the development of a manual on coaching the Split-Six Defense.

The football manual is a teaching guideline that describes, step-by-step, how to coach basic defensive fundamentals. It is a helpful tool for the SBCC coaching staff.

James Edmondson / *Mathematics*

Incorporating Computer Techniques in Teaching Mathematics Courses

IN ORDER TO improve the instructor's knowledge of computer science which forms one quarter of his teaching load each semester at Santa Barbara City College, he enrolled as a graduate student in the Department of Electrical and Computer Engineering at UCSB during the fall 1983 quarter. His course load included Computer Science 130A, Data Structures and Algorithms; Computer Science 110, Numerical Computation; and Electrical Engineering 152A, Logic Design and Switching Theory. The course load was appropriate in that it included a course emphasizing software (130A), one emphasizing hardware design (152A), and one emphasizing the interrelation between mathematics and computer concepts as applied to solving mathematical problems (110).

The numerical computation course was valuable in bringing him up to date in the uses of efficient computer techniques to solve problems in the mathematical sciences. Many of the ideas from this course have already influenced his teaching of Math 28 (Differential Equations and Linear Algebra) at SBCC. The material from Computer Science 110, focusing on the limitations of computational techniques, will be an important addition to SBCC's Fortran course.

Computer Science 130A, Data Structures and Algorithms, will have the greatest influence on his teaching of Pascal. Pascal has the most potential for exploration of basic data structures.

Electrical Engineering 152A involved a laboratory which required a knowledge of assembly language for the Z-80 microchip. The course dealt with the problem of interfacing electronic devices to computers, which is an important consideration for engineers who intend to use computers to monitor industrial processes. As a result of this laboratory, the instructor was able to learn assembly language for the PDP-11 (SBCC's instructional computer) and is now teaching Computer Science 31, Assembly Language Programming, at SBCC.

John Eggler / *American Ethnic Studies*

Master's Degree Work in Bilingual/Cross-Cultural Education at UCSB

DURING HIS one-semester sabbatical leave, John Eggler enrolled in a master's program in bilingual/cross-cultural education offered through the School of Education at the University of California, Santa Barbara. Working with his adviser, he designed a program to gain experience in the field of teaching English-as-a-second language.

The instructor investigated methodologies used in second language instruction, as well as different types of placement tests used to assess student needs. He also enrolled in courses which focused on the dynamics of interaction in second language classrooms.

Due to his work in these courses, the instructor is better able to serve the needs of students in a growing college program. He will be able to apply the knowledge gained in working with students—particularly at the intermediate and advanced levels.

The professor further appreciates the complexities of second language acquisition as a result of his research and participation in classes. His experiences also make him more aware of the diversity of student needs and learning styles at Santa Barbara City College.

Career Exploration Program: The Real World of Work

DURING HER SABBATICAL leave, Margaret Kearns developed a Career Exploration Program, a vocational education counseling program which brings together community and college in assisting students to discover the real world of employment. The program provides a day in which a student observes an employee engaged in an occupation related to the student's interests. The emphasis is on exposing students to non-traditional or alternative careers. The employee presents the work environment and shares knowledge and experience.

The project involved two phases. The student phase consisted of recruiting, testing, counseling, referral and evaluation. Students received six to 10 individual career counseling sessions, took interest inventories and personality tests, and researched their career choices before they were referred. They completed a questionnaire and evaluation after their experience.

The employer phase consisted of recruiting, interviewing and evaluating 37 employers (including 24 non-traditional and 13 traditional work sites). An advisory committee of employers provided suggestions for the organization and evaluation of the program.

Two publications were developed as a result of the project: a student brochure and an employer brochure. Student and employer evaluations were very positive. One employer wrote, "The Career Exploration Program is a vital link between the academic and working worlds. That has been missing in most college institutions." A student responded, "If I had done this for my first job, I would not have wasted three years discovering what I did in one day through the Career Exploration Program."

Robert Profant / *Biological Sciences*

Updating Research and Teaching Methodology in Biological Science

THE PROFESSOR'S project consisted of (1) doing research and completing a manuscript on the morphology and distribution of ciliated protozoa which live in sea urchins; (2) visiting teaching institutions and major museums of natural history in the eastern United States and in Europe to learn their role in science and their methods of instruction; and (3) visiting localities of major interest in physical anthropology. The studies took place at the University of Toronto and the University of Maryland during the fall semester, and at marine biological laboratories, sites of anthropological interest and museums of natural history in Italy, France and England during the spring.

The project permitted the acquisition of information on methods of instruction at other institutions, some of which can be incorporated into courses at Santa Barbara City College. Secondly, it permitted information gathering on important scientific collections and research activities at various museums and marine stations that can be passed on to students—especially those planning careers in biological science. Finally, it permitted information collection on activity in anthropology in Europe, which will be used in SBCC physical anthropology courses.

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This sabbatical leave provided an opportunity to engage in biological research and observe research methods at other institutions. It also provided first-hand observations of the activities at many scientific institutions. The instructor learned much that will be used in his teaching.

Part 7 / Professional Growth

PROFESSIONAL GROWTH at Santa Barbara City College [illegible] wide range of instructional [illegible] both professional and per[illegible] 1983-84 college year was [illegible] for Women in Community [illegible] Elaine Cohen, Jane Craver

Elaine Cohen, Jane Craven, Lynda Fairly, Evanne Jardine / *Leadership Skills Seminar*

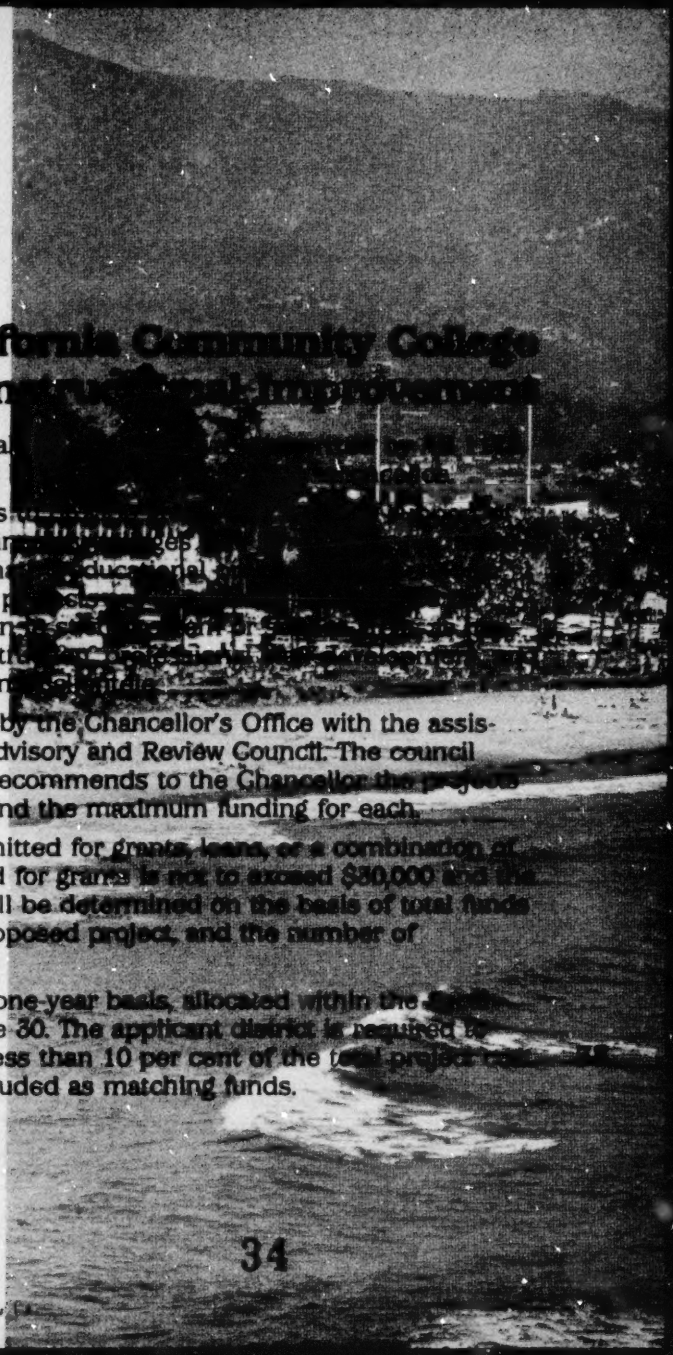
Community College Governance, Issues of '80s for Women Leaders

THE FIRST ANNUAL Leadership Skills Seminar for Women in Community Colleges was held at Asilomar, Calif. Forty women from throughout the state were chosen to participate in this week-long experience for professional growth. In addition to participants, presenters included 10 women community college chancellors, superintendents and presidents, plus professional consultants and other notables from the community college system.

Workshops held during the week dealt with issues of the 1980s, state finance and funding issues, management information systems, contract education, strategic planning, employer/employee relations, legal issues, vocational education, the education-business alliance, and community college governance.

The conference offered participants insights into their individual leadership and communication styles and helped to clarify professional goals. The Santa Barbara City College attendees returned with enthusiasm, energy and ideas. A number of specific staff development ideas emerged: the creation of a staff center with a library; a proposal for an administrative internship program and a mentor program; the presentation of a leadership styles workshop; and a wellness program for staff members. The participants returned from the conference with a strong commitment to better integration of the instructional program with student services components.

Elaine Cohen serves as one of Santa Barbara City College's three deans of instructional services; Jane Craven is assistant dean, admissions and records; Lynda Fairly, vice president, student affairs; and Evanne Jardine, Academic Senate president and professor of English.



Part 8 / California Community College Fund for Instructional Improvement

THE FUND FOR Instructional
Statutes of 1977, authored

The purpose of the fund is
improving learning in comm
menting and testing alterna
To be eligible for funding,
improvement of instruction
traditional methods of instr
special learning needs of

The fund is administered by the Chancellor's Office with the assistance of an 11-member Advisory and Review Council. The council reviews applications and recommends to the Chancellor the projects which should be funded and the maximum funding for each.

Applications may be submitted for grants, loans, or a combination of both. The amount awarded for grants is not to exceed $30,000 and the maximum loan amount will be determined on the basis of total funds available, nature of the proposed project, and the number of applications received.

Funding is provided on a one-year basis, allocated within the
year period, July 1 to June 30. The applicant district is required to
match grant funds at no less than 10 per cent of the
Indirect costs may be included as matching funds.

William Cordero / *Student Services*

Minority Recruitment and Tracking Project

THIS PROJECT ADDRESSED two basic college deficiencies—lack of minority student population as reflected by our general community and lack of significant numbers of minority students transferring to the University of California, Santa Barbara. A UCSB-SBCC Minority Recruitment and Tracking Program was established. The program focused on recruitment, assessment, retention and transfer of minority students. Staff consisted of a Minority Recruitment and Tracking Program adviser and four outreach tutor/peer counselors. A variety of recruitment methods were utilized to take advantage of three levels of education—secondary, community college and University of California.

The project met with significant successes. However, the need for long-term funding became evident early in the process. A great deal of time was spent establishing a program foundation and seeking alternative sources of funding for the future. The participating schools eventually formed a consortium and applied for California Student Opportunity and Access Program (Cal-SOAP) funds. Fortunately, the consortium was able to secure funding to maintain a similar program for the next 3-5 years.

Ethical Dilemmas and the Scientist

UNDER A CALIFORNIA Community College Fund grant, Elizabeth Hodes prepared and taught an interdisciplinary honors course. Students in the course explored, through readings and discussion, questions of bioethics, appropriate professional conduct for scientists, the scientist's responsibility to the general public for the applications of research, the public's dependence on scientists for technical advising, and anecdotal accounts of particular scientists' conflicts of personal conscience. Guest speakers instructed the students in oral interviewing techniques, library research skills, use of government document repositories, and in the use of the University of California online computer search facility. Students drew on these skills to prepare a term research paper.

The course enhanced instruction in two primary ways. It allowed science and social science students to speak with one another and learn about the other's culture. In addition, it enabled students to explore their chosen career, not in terms of subject content, but in terms of their own personal values. Students, in their exit evaluation of the course, particularly commented on this aspect.

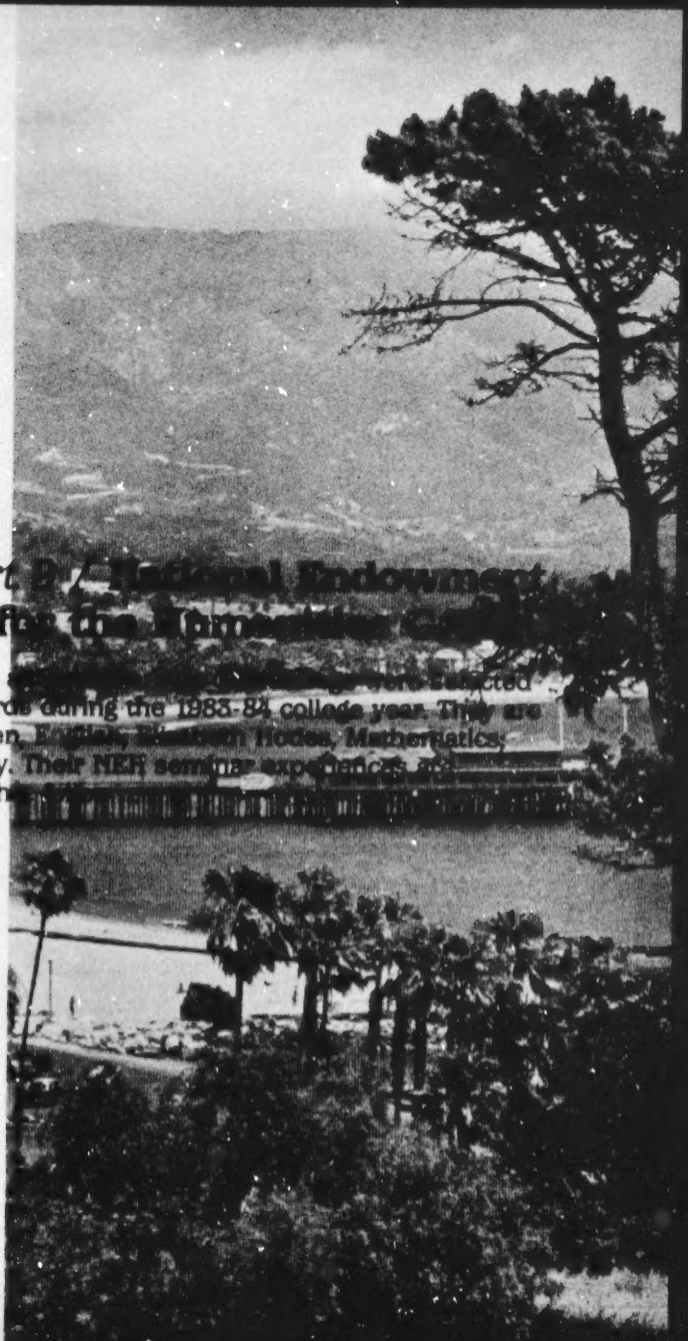
They had learned a lot, they said, but, even more important, they had become aware of a whole range of moral and ethical problems which they had previously not considered. A student who did a paper on how research is funded felt he had a better appreciation of what he would be asked to do when he finished school and started working. Another student who did a survey of Santa Barbara City College student attitudes not only had experience in designing a questionnaire and trying to analyze the results, but learned about value conflicts some SBCC instructors and other professional scientists had had in their work. Yet another student, who did a paper on the engineer's professional commitment to consumer safety, felt reassured that becoming an engineer would not require him to violate his personal principles.

Guy Smith / *English*

Strategies for Information Retrieval and Management

THIS PROJECT, which began in September 1983 and ended in June 1984, involved the development of a curriculum to teach students how to access computer databases, identify appropriate and relevant information, and, finally, retrieve, process and store useful bibliographic citations. The project also exposed faculty to concepts of database retrieval through in-service training, classroom demonstrations and individual contacts.

The grant provided a vehicle for students and faculty to familiarize themselves with concepts of database retrieval, to interact with community professionals, such as those at the Information Institute and ABC-Clio, and to initiate discussions about what a larger information curriculum might involve. It is obvious that bibliographic database retrieval will play a significant role in education, business and government. Having an opportunity to learn and use these resources provides educators with a valuable means of staying abreast of emerging information technologies.



Part B: National Endowment for the Humanities

THREE FACULTY MEMBERS [illegible] were selected for these prestigious awards during the 1983-84 college year. They are Professors Elinor Flewellen, English; Sharon Hodes, Mathematics; and Paul McClung, History. Their NEH seminar experiences are recounted on the pages th[illegible]

Elinor Flewellen / *English*

Perspective: 'Approaches to African Fiction' Seminar

AS ONE OF TWELVE participants selected to attend the 1984 NEH Summer Seminars for College Teachers, entitled "Approaches to African Fiction" (Atlanta University, June 18 to August 10, 1984), Elinor Flewellen was immersed in the study, research and discussion of fiction written since World War II in west, east and southern Africa. Given the immense variety of cultures and verbal arts on the continent of Africa, the restriction to novels and short stories of these areas was understandable.

Two complementary focuses, thematic and structural, yielded an increased knowledge of the character of African life before European intrusion, the effects of colonialism, the challenges of post-colonial independence and modern definitions of personal duty and fulfillment.

Her independent project resulted in an article, entitled "Assertiveness Versus Submissiveness in Selected Novels by African Women Writers." The research on which the article rests involved an examination of the status of African women as affected by social, political and economic changes occurring in post-colonial societies. Specific attention was directed to polygamous marital structures, Islamic and Christian religious beliefs, and individual efforts to achieve personal fulfillment in apartheid South Africa.

The seminar provided her an opportunity to (1) bridge the cultural gap between American and African perceptions; (2) evaluate with a conscious and accurate knowledge the aesthetic and social values which inform African writing; and (3) develop principles and methods of criticism which will avoid misinterpretation and biased evaluations.

As a result of her participation, she has been stimulated and refreshed, and more willing to endure the rigors associated with promoting literacy among students who are becoming less and less willing to confront the humanities in a computer-oriented society.

Elizabeth Hodes / *Mathematics*

Confronting Our 20th Century Technological Society

THE N.E.H. SEMINAR in which Elizabeth Hodes participated treated the social history of modern science. In a survey that extended from Newton in the 17th century to Robert Oppenheimer in the 20th, participants read and discussed current scholarly articles on ways in which scientific thought and society's needs have mutually influenced one another's direction.

Santa Barbara City College has been exceptional among community colleges in offering a cluster of courses about "Our Technological Society." These courses are offered out of recognition that the informed citizen and voter benefits from being aware of the scientific events which have made our modern technological society possible. They include courses on the history of technology and on the impact of science on society. Dr. Hodes brings back the training she received in the NEH seminar to share as a resource with any instructor, especially those involved with the "Technological Society" program at SBCC. She would also be better able to teach such a course, should there be the need.

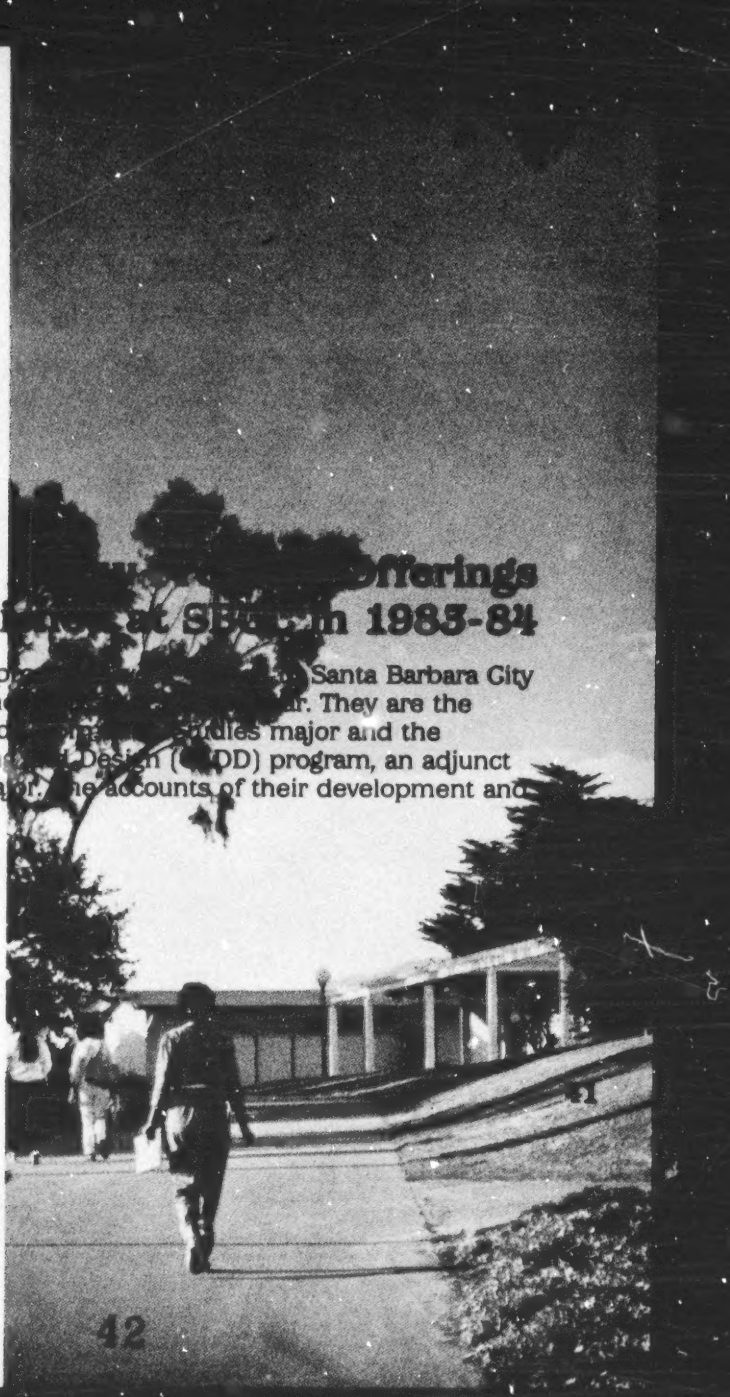
Selection as one of the 12 participants in the seminar was an honor, but it was also an unparalleled chance for her to have a stimulating working vacation in Boston. During her stay in the East, she finished an article about the politics of science, which she had been writing in collaboration with a colleague at Johns Hopkins University. The access to the Harvard and MIT libraries provided through the NEH grant allowed her to start work on another article, which she will be able to finish this year. There were long, academically invigorating discussions with participants in her own and other NEH seminars at Harvard. It was a chance to renew spirits, relax and return to SBCC with new ideas and fresh energy.

Paul McClung / *History*

Historical Focus: Marx, Nietzsche and Freud

PAUL McCLUNG participated in an NEH Summer Seminar for College Teachers held at the State University of New York at Buffalo. The seminar focused on three of the greats of Western thought—Marx, Nietzsche and Freud. The seminar combined a discussion of the basic approaches of these authors, with readings of their major texts and an assessment of their stature as literary and historical figures.

This enterprise helped the instructor in leading students to closer readings of the "texts" of these men and to a more substantial and vivid appreciation of their achievements, personalities, characters and times.



Part 10

Estabi[illegible]at SB[illegible]m 1983-84

TWO NEW DEPARTMENTAL p[illegible] Santa Barbara City College students during th[illegible]r. They are the Mass Communications and [illegible]dies major and the Computer-Assisted Drafting[illegible]Design (CADD) program, an adjunct to the existing Drafting ma[illegible]. [illegible]e accounts of their development and implementation follow...

Ronald Adler, Peter Haslund, Guy Smith /
Mass Communications & Information Studies

Mass Communications and Information Studies Program

A NEW INTERDISCIPLINARY program was launched in the fall of 1984 which will allow students to major in the rapidly growing areas of mass communications and information studies. The major has two areas of focus. First, it will allow students to examine mass communications, largely the electronic media, in terms of their ability not only to convey information, but to establish the public agenda and shape policy as well. Second, it will allow students to explore the implications of living in a new and increasingly complex "information society" in which the personal computer plays a significant role.

This new major was the consequence of a two-year feasibility study by five faculty members from five different academic disciplines. These were Robert Dependahl of Computer Science, Guy Smith of English, Ronald Adler of Speech Communication, Pope Freeman of Theatre Arts and Peter Haslund of Political Science.

Margaret Eejima / *Drafting*

Computer-Assisted Drafting and Design (CADD) Program

DRAFTING HAS LONG been associated with images of T-squares and triangles. Recently, a new tool has been added to the long list of drafting equipment—the computer. The advantages of computer drafting over manual drafting are speed and accuracy. Data stored in a computer's memory can be easily edited, resulting in a substantial reduction of the time required for design revisions, or for repetitive, time-consuming operations. Once a design is completed, it can be plotted on a pen plotter, providing accurate, high quality drawings in a fraction of the time it would take to draw them manually. Like most "high tech" innovations, Computer-Assisted Drafting and Design (CADD) has created fears that the number of jobs will decrease as worker productivity increases. These fears may soon prove groundless.

At the 1983 National Computer Graphics Association Convention, it was estimated that, by 1985, 100,000 *new* jobs would be created by the need for trained CADD operators.

The use of CADD in industry is growing at a phenomenal rate. To meet the needs of industry for qualified, entry-level operators, the Drafting Department has instituted a series of three CADD courses. It has been estimated that CADD training at a community college typically results in a 50 per cent reduction of on-the-job training time.

With funding from JTPA (Joint Programs Training Assistance), the department was able to purchase eight work stations. Students work two to a station, assisting and tutoring each other. Self-paced, individualized instruction and hands-on experience are emphasized. The pilot program began with Summer Session 1984, with 16 students—nine of whom were selected by JTPA for CADD training.

A Postscript

THE EXCERPTS presented provide you with facets of instructional improvement at Santa Barbara City College. Additional efforts are made by faculty members in their courses and in our review of college programs.

We take seriously our public responsibility for *teaching excellence* and we will continue to pursue it vigorously.

—*Peter R. MacDougall*
Superintendent/President

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